

Mallary Alderman

Brittany Level

LAE 4335

Through Another's Eyes: Differing Perspectives in Short Stories

Unit Rationale

During their high school years, students will read numerous poems, short stories, and novels. It is the nature of an effective English class to explore the different genres and types of literature that exist throughout the world. This includes reading literature written by people of other languages, cultures, and countries. While doing so, students are exposed to outside points of view, ones that broaden their horizons and world view. Along those lines, this unit will focus on short stories from differing perspectives. The goal of this unit is to answer the following essential question: How does understanding a person's (character's) perspective help you to understand his/her actions or motivations?

The first quarter of a ninth grade high school English class is an excellent time to introduce knowledge that will prove to be building blocks for students' future use. Learning literary elements through the use of short stories is an excellent way to teach high school students concepts they will need when learning larger pieces of work throughout the school year. Teaching through short stories is a practical way for students to see a variety of examples and provides opportunity for them to practice identifying literary elements. Specifically using short stories to teach students about literary elements at the beginning of ninth grade was strategically planned to give a solid foundation, not only for the first year, but also for the rest of high school.

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The essential elements of a short story exist in other literature as well, and helping students identify and understand them will only make other readings more productive. Short stories also contain an amazing amount of literary significance. As a genre, short stories can serve several purposes. They can communicate a message, explore themes, enliven history, and personify great literature. Helping students to appreciate the complexity of something that is by title “short” will be an embedded goal of the unit.

It is also important for students to learn literary elements so that when they move into college or other job training they can effectively evaluate and understand literature they are presented with. Individuals read throughout their lives and are often dependent on correctly interpreting the meaning to literature to succeed either in their collegiate or personal career.

Essential Question

The essential question for the unit plan was created to focus and give purpose to the lessons being taught throughout the quarter. The essential question chosen is, “How does understanding a person's (characters) perspective help you to understand his/her actions or motivations?” Each short story selected was chosen to challenge the students thinking and examine the characters that think differently than themselves. By choosing stories with characters who do actions or feel emotions that are surprising to the reader, we can explore how understanding other people will help shape what we think about them and how we understand their decisions.

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It is important for students to evaluate how they feel and ultimately how they treat other people around them. Relating and understanding to people that are different than themselves is especially significant for these students since they are attending a school with a very diverse student population. Not only is it significant at the moment, but also for the rest of their lives they will be faced with people that are drastically different than themselves in our increasingly diverse community.

Short Stories

For the unit, four specific short stories have been selected, each exemplifying an important element found in literature. We will spend a week a piece on each story, exploring deeply the multiple perspectives found within.

To investigate the literary element conflict, we will explore *The Sniper*, by Liam O'Flaherty. A story set in the Irish civil war, the story revolves around a man who attempts to outsmart and ultimately kill the opposing army's sniper taking cover on the opposite roof. It is only once he has succeeded that he realizes the enemy is actually his brother. The conflict in the story includes both the physical fight between the two and the emotional conflict that the sniper encounters once he has been shot. The lessons dealing with both identifying and exploring conflict are plentiful with this story.

Delving into *The Sniper* will provide students the opportunity to see why the sniper felt it so important to win the battle that occurs. They will appreciate the fact that he is both intelligent and cunning in outdoing his opponent. Understanding his perspective, and very human desire to live, will help them comprehend why he takes such vicious action. And after reading the story

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the first time, students will have the benefit of hindsight, giving them another perspective to consider in the story: that of the brother on the opposing side. The completion of this week will teach students that there is always more than one side to a story, and making judgments based on only partial information can be dangerous.

To discover the multiple themes in a literary work, we will spend a week of class time covering the popular short story *The Lottery* by Shirley Jackson. This powerful story about a small town set at the turn of the century in America will no doubt stir a potent reaction from its readers. When the town holds their “lottery,” the winner- if one can be called such considering the prize- is stoned. The process is a tradition long-held by this small community and is considered sacred by its villagers. This story has been adapted into a movie, and we will also consider portions of that movie in class because it adds yet another perspective. The movie revolves around a character that is brought to the town by the passing of a family member near the time of the annual lottery. The students will get to explore the town through her eyes as well, an outsider with clear issues with the town’s secrecy and traditions.

There are several prominent themes within the story, including the power of traditions, the danger of mob mentalities, and the amazing ability of the common man to be cruel or wicked. The exploration of the essential question will occur as students put themselves in several characters’ positions: the elderly of the town, the newcomer, the eventual lottery “winner,” and finally, the youth in the community. At the conclusion of the week, students will be able to defend each position, regardless of which one they view as “right.” This exploration of the varying perspectives will help students to understand the vital themes in the story as well as providing more insight into plot.

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The Story of An Hour, by Kate Chopin is an excellent story for this unit. It fits the parameters of what was decided upon for choosing short stories for this unit. It is a short story that relates to a character with a surprising reaction to bad news. The students will be able to explore why Mrs. Mallard responded the way she did and learn to relate to her.

The Story of An Hour, by Kate Chopin is an excellent story to teach students about “setting” in a story and what we learn through this. This story was written in a time where women were expected to be domestically inclined and married to and protected by a man. When faced with her freedom, Louise Mallard, was thankful for escape from her binding marriage. This idea is not as easy to relate to today, but through learning about the setting, students will learn that Mrs. Mallard is reacting to something beyond her husband's death, but instead looking at her life with a sharper view. All of this is only understood with a better understanding of the literary element “setting.”

Making Friends, by Gary Raisor is a unsettling tale of a disturbed and bitter young boy who has been disfigured and seeks to “create” friends by disfiguring other children. Through this story students can be taught about foreshadowing. The story is ripe with examples and hints that help the reader feel the ominous ending approach.

While teaching the students about foreshadowing, this story also fits neatly into the rest of the unit. The main character is performing an unthinkable act based on his personal perspective on life. By delving into the story, the students can explore why people do painful and violent actions against others.

Counterarguments

One might argue, as is obvious, that several of the stories chosen for this unit contain violence. While that is true, none of the violence is mindless or without purpose. Exploring the violent acts the characters pursue will truly help students understand perspectives different from their own. The first readings of the stories will likely produce shock, but dissecting the plots and other elements will get past such feelings and broaden the minds of students by forcing them to look closer, rather than responding strictly based on emotion.

Yet others might argue that students should be getting prepared for the FCAT, and that FCAT practice should come before anything else ninth graders do. It is true that students must pass the FCAT in high school in order to graduate. However, many of the skills needed to succeed on the FCAT will be covered during our unit. Successfully identifying themes, important parts of passages, and learning how to analyze a text are essential aspects of the reading section of the FCAT. Those skills will be embedded into our lessons each week, assuring that students are indeed being prepared for their upcoming standardized tests.

Unit Goals

- Students will learn to identify specific literary elements (theme, conflict, setting, foreshadowing) and comprehend the importance of utilizing literary elements in specific texts by using them in their own creative writing project.
- Introduce students to productive classroom discussions via modeling and practice and use discussions to facilitate exploration of essential question.
- Students will apply newly-acquired knowledge of literary elements through texts and discussion to a culminating writing project.

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Unit Plan Week One Calendar

Unit Title: Through Another's Eyes-Differing Perspectives in Short Stories

Monday	Tuesday	Wednesday	Thursday	Friday
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Introductory Activity- 50 minutes	Story Vocabulary- 30 minutes Read “The Sniper” by Liam O’Flaherty- 20 minutes	Exploring Conflict: Conflict Activity- 30 minutes Discussion about conflict in “The Sniper”- 20 minutes	Grammar minilesson- 20 minutes Conflict activity continued- 30 minutes	Exploring differing perspectives writing assignment- 50 minutes
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Unit Introductory Activity
Title: A Lesson on Perspectives

Objectives:

- Students will be introduced to an idea and encouraged to explore it in writing from the student perspective

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- Students will then explore the same idea verbally and participate in class “debate” based on different assigned perspectives
- Students will end lesson by writing about the topic from their assigned perspective

Sunshine State Standards:

- LA.910.5.2.2- The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations)
- LA.910.3.5.3- The student will write for sharing with others, or submitting for publication.

Materials:

Paper and pen

Whiteboard and markers

Idea Generator Tip Sheet

Lesson Sequence:

1. Students will enter the classroom to find the following sentence on the board: Students should be allowed to miss as many days of school as they want. The bellwork will be to respond to that statement with at least three to five sentences telling whether or not they agree or disagree and why. *(5 minutes)*
2. Next, students will be asked to get together into groups of three or four and share the reasons why they agreed or disagreed and pick the strongest point to share with the class. *(5 minutes)*
3. Groups will share briefly their strongest points. *(5 minutes)*
4. Next, each student will get a number (1-4) and each number will correspond to a group of desks in the classroom. Students are to reorganize themselves according to their numbers. *(5 minutes)*
5. Once students are seated in their new groups, their next task is outlined. They are now going to get prepared to debate the same topic, but each group represents someone different. Group one represents teachers. Group two represents parents. Group three represents opposing students. Group four represents school resource officers/police officers.
6. Each group will have fifteen minutes to brainstorm and come up with as many reasons for or against the topic as they can (see “Idea Generator Tip Sheet”). After the fifteen

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minutes, each group will nominate a group representative to take part in a short debate before the class. (*15 minutes*)

7. The debate, moderated by teacher, will ensue. (*Ten minutes*)
8. After debate is finished, students will write another paragraph about the exercise in which they just took part answering the following questions: Was it difficult to think of reasons from another person's perspective. Why or why not? Did you come up with reasons with which you personally do not agree? How might this activity have a real life application? (*5 minutes*)

Evaluation/Assessment:

- Participation in group work for both perspectives
- Completion and submission of both paragraphs

Idea Generator Tip Sheet

Find your group's section below and explore the questions to begin brainstorming for the debate. When preparing your argument, you may want to consider the questions in the other sections as well to ready yourself for counterarguments.

Teachers	Parents
<ul style="list-style-type: none">• Would teachers appreciate having students constantly missing lessons?• How would teachers know if student's learned without consistent attendance?• How would teachers plan for classes with constantly changing numbers (i.e. make copies, tests, ordering books, etc)?	<ul style="list-style-type: none">• What will parents do with their young children who do not want to go to school?• How will parents know if their children are learning the required information to succeed in college or in the job market?• Could parents think there is something more important for students to do than go to school every day?

Opposing Students	School Resource/Police Officers
<ul style="list-style-type: none"> • Why should students have to come to school? • What is the point in having a mandatory attendance policy in school? • Do students get rewarded for good attendance? Should they? • What if students really do not want to come to school? Should they still be forced to come? 	<ul style="list-style-type: none"> • Would there be less behavioral issues at school if students who did not want to come did not have to come? • Would there be more crime/mischief during the day or late at night if students did not have to go to school?

Rubrics for Introductory Activity

	A	B	C	D	F
<i>Debate participation:</i>	Group considers all questions from idea generator sheet; group is prepared to address counterarguments; students show respect for others' opinions	Group considers most of the questions from the idea generator sheet; group is prepared to address certain counterarguments; students show respect for others' opinions	Group considers some of the questions from the idea generator sheet; group is not prepared to address counterarguments; students show respect for others' opinions	Group considers only their question from idea generator sheet; group is not prepared to address counterarguments; students show respect for others' opinions	No participation in debate OR failure to show proper respect of others' opinions

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	A	B	C	D	F
<i>First written paragraph (bellwork):</i>	Three to five well developed and cohesive sentences; few grammatical errors; displays careful thought about subject	Three to five well developed sentences; few grammatical errors; displays limited consideration of subject	Three sentences or less; several grammatical errors; limited consideration of subject and digression	--	No written paragraph turned in; please redo and submit for grading
	A	B	C	D	F
<i>Second written paragraph:</i>	At least five well-developed and cohesive sentences; few grammatical errors; paragraph reflects thoughtful consideration of student's given perspective; thoroughly answers the	Four or five well-developed sentences; few grammatical errors; paragraph reflects consideration of student's given perspective; discusses real life application briefly	Three to five connected sentences; numerous grammatical errors; paragraph reflects some consideration of student's given perspective; limited consideration of real life	Three or less sentences in paragraph; numerous grammatical errors; little consideration of perspective shown; no consideration of real life application	No written paragraph turned in; please redo and submit for grading

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	question regarding real life application		application		
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“The Sniper” Vocabulary Lesson Plan

Objectives:

- Students will practice dictionary and thesaurus skills.

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- Using the jigsaw technique, students will become experts on two words from “The Sniper” and then report back to their “home team” to acquire other’s information about the remaining words ten words.

Sunshine State Standards:

- **LA.910.1.6.1-** The student will use new vocabulary that is introduced and taught directly
- **LA.910.1.6.4-** The student will categorize key vocabulary and identify salient features
- **LA.910.1.6.5-** The student will relate new vocabulary to familiar words

Materials:

Vocabulary Handout

Dictionaries

Thesauruses

Lesson Sequence:

1. Students will be directed to create their own groups of five students each (approximately six groups) for the activity. These will be their home teams. *(5 minutes)*
2. The vocabulary handout will be distributed. The directions will be verbalized for students: Students are assigned two words based on their seat position in the group. They are responsible for becoming “experts” on those two words for their group. They will work with other “experts” from other groups to complete the required portions of the vocabulary handout and then relate that information back to their group. Allow students to ask questions about the directions. *(3 minutes)*
3. Teacher will model example vocabulary word on vocabulary handout; show students how to find definition in dictionary, synonyms and antonyms in thesaurus, and how to go about sentence creation. *(2 minutes)*
4. The jigsaw activity will begin once students are in their new expert groups, based on their assigned words.
5. Once expert groups are finished (they will be given ten minutes to become experts about their words), students will reconvene with their home teams. *(10 minutes)*
6. Students will have ten minutes to share their findings from their expert group with their home team and complete the vocabulary handout. *(10 minutes)*

ESOL Modifications:

Vocabulary handout for ESOL students will include appropriate pictures accompanying words. ESOL students are encouraged to use a bilingual dictionary. They can also take the opportunity to expose their group to their home language. For example, when relating synonyms and antonyms, they are encouraged to say the words in both English and their home language.

Evaluation/Assessment:

- Completion of jigsaw activity and ability to demonstrate “expertise” on two words
- Completion of Vocabulary handout with appropriate synonyms and sentences

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Vocabulary from “The Sniper”

Example word: *turret*

Definiton: *small tower; a small rounded tower that projects from a wall or corner of a large building such as a castle*

Synonym: *battlement*

Antonym:--

Original Sentence: *The king stood hidden in the turret of the castle, overlooking the entire battlefield, closely observing the action.*

Fanatic:

Definiton_____

Synonym_____Antonym_____

Original Sentence_____

Enveloped

Definiton_____

Synonym_____Antonym_____

Original Sentence_____

Remorse

Definiton_____

Synonym_____Antonym_____

Original Sentence_____

Beleaguered

Definiton_____

Synonym_____Antonym_____

Original Sentence_____

Lodge

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Definiton_____

Synonym_____Antonym_____

Original Sentence_____

Spasmodically

Definiton_____

Synonym_____Antonym_____

Original Sentence_____

Ascetic

Definiton_____

Synonym_____Antonym_____

Original Sentence_____

Ruse

Definiton_____

Synonym_____Antonym_____

Original Sentence_____

Reel

Definiton_____

Synonym_____Antonym_____

Original Sentence_____

Parapet

Definiton_____

Synonym_____Antonym_____

Original Sentence_____

“The Sniper” by Liam O’Flaherty

Objectives:

- Students will read the short story “The Sniper” by Liam O’Flaherty
- Students will mark up the text according to given instructions

Sunshine State Standards:

- **LA.910.2.2.3-** The student will organize information to show understanding or relationships among facts, ideas, and events (e.g., representing key points within text through charting, mapping, paraphrasing, summarizing, comparing, contrasting, or outlining)
- **LA.910.1.6.2-** The student will listen to, read, and discuss familiar and conceptually challenging text

Materials:

Highlighters/pens

Class set of “The Sniper”

“Marking Up the Text” chart

Lesson Sequence:

1. A class set of “The Sniper” by Liam O’Flaherty will be distributed.
2. Students will be referred to the “Marking Up the Text” chart on the wall detailing how to mark up the text and what to look for while text is being read. (see attached handout) This will help them during our conflict activity to follow the reading. (*5 minutes*)
3. The class will read “The Sniper” by Liam O’Flaherty using the popcorn reading method. (*15 minutes*)

ESOL modifications:

- Bilingual dictionary provided
- In place of marking up the text, students may mark passages they do not understand to be discussed with the teacher after class

Assessment/Evaluation:

- Participation in popcorn read of “The Sniper”

- Completion of mark up text activity during reading

Marking up the Text

Marking up the text while reading helps you to find the main ideas, keep up with the action, and interact with the story. Highlight each of the following aspects of the story as you read, then label them with the following codes:

MI- Main Idea

V- Vocabulary

PR- Prediction

PC- Personal Connection

D- Discovery

E- Tie to Essential Question

HINTS:

*These codes not working for you? That's ok. Make up your own.

*Some students find it more helpful to highlight/underline each aspect in a different color highlighter or ink pen.

Exploring Conflict in “The Sniper” Activity and Discussion Lesson Plan

Objectives:

- Students will compare different types of conflict in “The Sniper”
- Students will complete a HomeFUN activity finding conflict in other pieces of literature or real life situations, interpreting how the different types of conflicts effect the work
- Students will orally present research about different types of conflict in real life to the class

Sunshine State Standards:

- **LA.910.2.1.2-** The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict)
- **LA.910.2.1.5-** The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot)
- **LA.910.5.2.2-** The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations)

Materials:

Class copies of “The Sniper”

“Plot Conflict and Character Change” Graphic Organizer

HomeFUN Conflict Graphic Organizer

Lesson Sequence:

Day One-

1. Distribute individual copies of “Plot Conflict and Character Change” Graphic Organizer to class.
2. Review directions and model an example: Students are to fill in the remaining boxes based on “The Sniper.” For example, after the sniper has successfully completed his mission, he has a moment of remorse. This is an example of a character versus self conflict. The change in the character results from being dissatisfied with the kill. He changes back to his “normal” self when he throws his gun over the edge and it shoots a bullet passed his head. *(5 minutes)*
3. Students are given ten minutes to complete the organizer and then another ten to work in groups to talk about the different conflicts they found. Students are then to return to their individual seats in preparation for the conflict discussion. *(10 minutes)*
4. Next, students will participate in a “Stand and Share” activity about their discovered conflicts. For each type of conflict, everyone will stand and relate what they found one by one. When a student hears the same conflict they found, they are to sit down. The activity continues until everyone is seated. *(5 minutes)*
5. Repeat “Stand and Share” activity for each type of conflict. Start at a different corner of the room each time, allowing everyone the opportunity to participate. *(15 minutes)*
6. Finally, we will wrap up the discussion about conflict and character change by discussing other types of conflict students may come up with: Are these four types of conflict the only ones that exist? Can you think of any others? Can you think of real life examples of these types of conflict? *(10 minutes)*
7. Explanation of HomeFun activity: Students are to complete the second graphic organizer about finding instances of conflict in real life. Students have to find three real life instances of conflict, one literary, one from a news story, and one completely up to them. They also have to identify which type of conflict they found and they must use three different types of conflict. Students need to be prepared to share their findings with the class. *(5 minutes)*

Day Two-

1. Teacher will ask how students went about completing their Homefun activity. Did they have any problems? Where did they find their information? *(3 minutes)*
2. Next, students will draw number out of a hat to determine what order they will present in. They are welcome to read their information off the page. The goal is for them to start getting comfortable standing up and sharing in front of the class. *(5 minutes)*
3. The teacher will model a presentation of the completed Homefun activity. *(2 minutes)*
4. Students will proceed with their presentations in their selected order. Other students are free to respectfully ask questions after the presenter has finished delivering his/her information. *(20 minutes)*
5. Wrap up of story and conflict discussion: Does knowing about the different kinds of conflict effect the way you read a story? Does examining a different type of conflict offer a different perspective on the story? *(5 minutes)*

ESOL modifications:

- Student may write down rather than orally present real-life information.
- Bilingual dictionary use encouraged
- ESOL students may work in groups with other cooperative students to complete “Plot Conflict and Character Change” Graphic Organizer

Evaluation/Assessment:

- Completion of both graphic organizers
- Conflict in real-life presentation including three examples, understandable speech and volume, and ability to answer questions about presentation

Plot Conflict and Character Change

Type of Conflict	Examples	Occurrence in “The Sniper”	Character Change
Character against <i>Nature</i>	thunderstorms, blizzards, hail, flooding, avalanches, wildfires, droughts, tornadoes		

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Character against <i>Another Person</i>	heroes against villains, arguments with friends or family, good character against evil character		
Character against <i>Society</i>	differences in culture, language, religion, race, gender		
Character against <i>Self</i>	making the right decision, choosing between right and wrong, overcoming fear		

Conflict HomeFUN Activity

Remember: You must cover three different types of conflict. One piece must be literary and one piece must be a current news item. The third piece is up to your own interpretation. BE CREATIVE!!

Title	Description of Piece of Literature or	Type of Conflict (character versus nature, character vs.	Character Change (if applicable)
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	News Story	another person, etc.)	

“Conflict in Real-Life” Presentation Rubric

	A	B	C	D	F
<i>Oral</i>	Student relates	Student relates	Student relates	Student relates	Student

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<i>presen- tation:</i>	three different instances of conflict representing three different types of conflict; speech is clear and understandable; volume suitable for all to hear; willing and able to answer any questions	three different instances of conflict representing three different types of conflict; speech is usually clear and understandable; volume is suitable for most; able to answer most questions	three different instances of conflict representing two different types of conflict; speech is usually clear and understandable; volume is suitable for most; able to answer a few questions	less than three instances of conflict; speech is sometimes incomprehensible; volume varies dramatically; not able to answer questions	fails to participate in oral presentation; please prepare presentation to be done at a later date
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Grammar Mini-lesson: Adjectives in “The Sniper”

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Objectives:

- Students will review the purpose and use of adjectives.
- Students will identify adjectives in a paragraph from “The Sniper”

Sunshine State Standards:

- **LA.910.1.6.10-** The student will determine meanings of words, pronunciation, parts of speech, etymologies, and alternate word choices by using a dictionary, thesaurus, and digital tools

Materials:

Class copies of “The Sniper”

Highlighters

“The Adjective” handout

Lesson Sequence:

1. “The Adjective” handout will be distributed and reviewed with the class. *(5 minutes)*
2. Then students will be directed to their copy of consider the first paragraph of “The Sniper.” After asking for a volunteer to read the first paragraph, students will be asked to highlight all the adjectives they find in this paragraph. This is to show them how much they already know/just learned about descriptive words like adjectives. Model highlighting of adjectives in the first sentence before reading the paragraphs. *(2 minutes)*
3. Next, we will take a class poll to see how many adjectives students found (there are twelve).
4. After telling all the students the actual number of adjectives in the paragraph, students will be asked to work in pairs to identify any adjectives they may have missed. *(8 minutes)*
5. A final review of the adjectives in the paragraph will be conducted.
6. Next, the teacher will read the paragraph twice, once omitting the adjectives and once including them, as it is written. Ask students which version they prefer. Then remind them that when they are working on their own pieces of work (such as the one they will write the following day) including adjectives can greatly enhance their writing. *(5 minutes)*

ESOL modifications:

- Bilingual dictionary
- Vocabulary sheet containing definitions of the adjectives in “The Sniper”

Evaluation/Assessment:

- Students demonstrate knowledge of purpose and use of adjectives by highlighting adjectives in the first paragraph of “The Sniper”
- Participation in class poll and following discussion after adjective identification

The Adjective

Recognize an **adjective** when you see one.

Adjectives describe **nouns** by answering one of these three questions: *What kind is it? How many are there? Which one is it?* An adjective can be a single word, a **phrase**, or a **clause**. Check out these examples:

What kind is it?

Dan decided that the **fuzzy green** bread would make an **unappetizing** sandwich.

What kind of bread? *Fuzzy green!* What kind of sandwich? *Unappetizing!*

A friend **with a fat wallet** will never want for weekend shopping partners.

What kind of friend? *One with money to spend!*

A towel **that is still warm from the dryer** is more comforting than a hot fudge sundae.

What kind of towel? *One right out of the dryer.*

How many are there?

Seven hungry space aliens slithered into the diner and ordered two dozen vanilla milkshakes.

How many hungry space aliens? *Seven!*

The students, **five freshmen and six sophomores**, braved Dr. Ribley's killer calculus exam.

How many students? *Eleven!*

The disorganized pile of books, **which contained seventeen overdue volumes from the library and five unread class texts**, blocked the doorway in Eli's dorm room.

How many books? *Twenty-two!*

Which one is it?

The **most unhealthy** item from the cafeteria is the steak sub, which will slime your hands with grease.

Which item from the cafeteria? Certainly *not* the one that will lower your cholesterol!

The cockroach **eyeing your cookie** has started to crawl this way.

Which cockroach? Not the one crawling up your leg but the *one who wants your cookie!*

The students **who neglected to prepare for Mrs. Mauzy's English class** hide in the cafeteria rather than risk their instructor's wrath.

Which students? Not the good students but *the lazy slackers*.

Exploring Differing Perspectives Writing Assignment Lesson Plan

Objectives:

- Students will prewrite about a given topic dealing with perspectives
- Following the outline provided by their own prewriting, students will produce a one to two page creative piece about given topic

Sunshine State Standards:

- **LA.910.3.1.1-** The student will prewrite by generating ideas from multiple sources (e.g., brainstorming, notes, journals, discussion, research materials or other reliable sources) based upon teacher-directed topics and personal interests
- **LA.910.3.2.2 -** The student will draft writing by establishing a logical organizational pattern with supporting details that are substantial, specific, and relevant

Materials:

Pen or pencil and paper

Whiteboard and markers

Students' individual, marked-up copies of "The Sniper"

Lesson Sequence:

1. Students will enter the classroom to see the following prompt on the board: Imagine that you are a person passing by on the street at the beginning of "The Sniper." You take cover when the gunfire starts and stay hidden until the action is over. What do you see? What do you hear? How do you feel? What do you think is going on? Where are you hiding? Is it safe? Are there other people around? Your goal with this writing assignment is to re-write the story from a bystander's perspective.
2. As will be explained to the students when the rubrics are passed out, the assignment has two parts. Students must complete some type of prewriting activity to organize their thoughts and then write their one to two full page (front and back) draft. (5 minutes)
3. Students have the entire period to complete the assignment and are encouraged to use whatever classroom resources (dictionaries, thesauruses, etc.) necessary and their personal copy of "The Sniper" to enhance their drafts. (45 minutes)
4. Students will be expected to turn in their drafts before they leave.

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ESOL modifications:

- Bilingual dictionary use encouraged

Assessment/Evaluation:

- Prewriting/brainstorming turned in
- Assignment is one to two pages in length fully representing the bystander's perspective

Writing Assignment Rubric

	A	B	C	D	F
<i>Perspective story:</i>	Prewriting or brainstorming present; one to two full pages, no major changes to the story; displays careful consideration of bystander's perspective and is creative in nature	Prewriting or brainstorming present; at least a full page; minor changes (no more than two) to story; shows limited consideration of bystander's perspective and is creative in nature	Little prewriting or brainstorming present; less than one full page; more than three minor changes to story; very limited consideration of bystander perspective; some perspective confusion (including details a bystander would not know)	No prewriting or brainstorming present; less than one full page; a few major changes to the story; little consideration of bystander perspective/multiple instances of perspective confusion	No prewriting; major changes to the story; less than half a page; no displayed knowledge of bystander perspective; please redo and submit for grading

Unit Plan Week Two Calendar

Unit Title: Through Another’s Eyes-Differing Perspectives in Short Stories

Monday	Tuesday	Wednesday	Thursday	Friday
Introduction to Theme- 50 minutes	<p>Anticipation Guide- 30 minutes</p> <p>Read first half of “The Lottery” by Shirley Jackson- 20 minutes</p>	<p>Read the second half of “The Lottery” by Shirley Jackson- 25 minutes</p> <p>Anticipation Guide Review and Discussion- 25 minutes</p> <p><i>HomeFun: Diagnostic Grammar Activity(Commas)</i></p>	Exploring Themes in “The Lottery”-50 minutes	Conflict in “The Lottery” - 50 minutes

Introduction to Theme Lesson Plan

Objectives:

- Students will read well-known fairy tales or fables and work in groups to discover the work's theme.
- Students will discuss how they discovered that theme- through content, context clues, dialogue, etc.

Sunshine State Standards:

LA.910.1.5.1- The student will adjust reading rate based on purpose, text difficulty, form, and style

LA.910.1.7.1- The student will use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection

Materials:

PowerPoint

Computer and projector or Elmo

Class copies of "Jalopy Day" by Lorraine Jerez

Group copies of the following fairy tales/fables:

The Tortoise and the Hare

Beauty and the Beast
The Three Little Pigs

Lesson Sequence:

1. Begin by discussing the “Introduction to Theme” PowerPoint with the class, detailing what theme actually is in a fictional piece of work, the differences between themes in fairy tales/fables and traditional fictional pieces, universal literary themes, and how theme and conflict can be related. Discuss how students can find the theme in a literary work using context clues, content, dialogue, character actions, etc. *(10 minutes)*
2. After distributing “Jalopy Day,” model finding the theme in the short passage. Read aloud and then highlight certain phrases and character actions that clue the reader into the theme of the passage. *(5 minutes)*
3. Divide class into three groups so they can practice finding theme. Leave the PowerPoint slide entitled “How Do I Find the Theme?” on the projector for students to refer to. Each group will have one of the fairy tales or fables. They must read the passages, either aloud or individually, and then go through the passage to determine its theme. When they think they have figured it out, they raise their hands and the teacher will ask them what they have discovered. If they are correct, they can then discuss as a group how they came to that conclusion. If they are incorrect, the teacher can give them a clue as to where to look. *(20 minutes)*
4. Class reconvenes to discuss their findings. The discussion will focus on how they found the theme from their passage. Finally, make students aware that the next short story will be discussed with regard to theme, so the practice they received today will be put into use several times throughout the week and will help them with their culminating project that they will start the following next. *(15 minutes)*

ESOL modifications:

- Use of bilingual dictionary encouraged.
- PowerPoint and stories will be accompanied by appropriate pictures to aid in comprehension.
- Students will be placed in groups with students willing to provide them extra help.

Evaluation/Assessment:

- Student groups accurately finding theme of their literary piece
- Students able to articulate how they discovered the theme in their literary piece

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Jalopy Day

By Lorraine Jerez

Sunlight and the stillness of new day came to mind as she opened her eyes for the first time. It's still early she thought judging by the light I'll just relax a little longer. Feeling the chill of this November morning, she snuggled into the covers a little deeper. The rattling of paper and a distant meow brought her fully awake. "Oh no...she thought, Nutmeg is hungry." She peeked up from under her covers to see a room in disarray filled with boxes. A large bag of cat food seemed to be moving on its own. When she heard crunching sounds, she knew the cause. Sluggishly she pushed back the covers and swung her legs to the

side of the bed. As if the action of getting up was too much she stopped and yawned, stretching lazily. Another rumble from the bag. "Okay, Nutmeg. Here I come." She picked her way gingerly across the cold floor to the bag. She bent down and tapped it and sure enough Nutmeg the cat sprinted away as if she knew that eating from the bag was forbidden.

When she raised her head she looked eye to eye with another cat cowered at the head of another twin bed in the room. Slowly recognition came to her. "Patsy, what are you doing here?" Patsy was one her sister's three cats. Glancing around the room, she saw India and Newt too. Now she knew the contents of the boxes. They were Brenda's things. Tears came with the memory. Her shoulders slumped and she felt a deep aching in her chest as scenes from the previous week entered her mind. First the call from her mother. "Brenda's been in an accident." Her voice trailed off. Then driving the 63 miles to the hospital with her chest so tight with fear she could barely breathe. When she arrived in the emergency waiting room and looked at her mother and brothers huddled together, she knew she was too late to even say goodbye. The twenty or so feet of where they sat seemed like an eternal distance to cross. No words from her mother just a nod confirming her fears.

“The Lottery” Lesson Plan

Objectives:

- Students will read “The Lottery” by Shirley Jackson.
- Students will complete an anticipation guide before reading the story.
- Students will revisit the anticipation guide after reading for the purpose of analyzing their own responses.

Sunshine State Standards:

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LA.910.1.6.2-The student will listen to, read, and discuss familiar and conceptually challenging texts

Materials:

Class set of “Anticipation Guide for ‘The Lottery’”

Class set of “The Lottery” by Shirley Jackson

Lesson Sequence:

Day One:

1. Distribution of the anticipation guide as a pre-reading strategy for “The Lottery.” Review of directions printed on guide with emphasis on the fact that students must be able to defend their answers. Model the following example: It’s always better to lie to someone than to tell them the truth if the truth is hurtful. Defend the “disagree” position by giving an example of a friend whose boyfriend is cheating on her. Wouldn’t she want to know, and shouldn’t you, as her friend, be the one to tell her? *(5 minutes)*
2. Students complete the anticipation guide. *(5 minutes)*
3. After completion of guide, allow students to compare and discuss their answers with a partner. Stress the importance of respectful consideration if they encounter different answers than their own. *(5 minutes)*
4. Come together as a class to discuss the answers. Instead of asking students which answers they chose, discuss both sides of each statement, showing both strengths and weaknesses of each side. *(10 minutes)*
5. Set-up for story, including pertinent information on setting and how it affects the language of the story. Distribute the story. *(5 minutes)*
6. Read the first half of “The Lottery” using the Quaker reading strategy. *(20 minutes)*

Day Two:

1. Read aloud, continuing with Quaker reading strategy, the second half of “The Lottery”. *(25 minutes)*
2. Revisit and review directions for the anticipation guide. Allow students to complete the “After reading” column. *(10 minutes)*
3. Count off students, 1-6, to create different and diverse discussion groups. Students should discuss all of their answers from the anticipation guide, with a focus on any answers that changed after reading the story. *(7 minutes)*
4. Class reconvenes to discuss as a whole group the guide with the same focus. Students will then be surveyed to see their answers, and anyone wishing to defend their side should be given the opportunity. Wrap up story and distribution of grammar handout as homework in place of tomorrow’s minilesson. This homework is worth participation

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points, not an actual grade because it is really a diagnostic test to see what the students know about commas. (*8 minutes*)

ESOL modifications:

ESOL students will be provided the opportunity to watch the Lifetime movie of “The Lottery.” It visually represents the book almost exactly. Of course, bilingual dictionary use is encouraged during the class reading.

Evaluation/Assessment:

- Participation in Quaker reading of “The Lottery”
- Completion of anticipation guide
- Student’s ability to defend/rationalize their anticipation guide answers

Anticipation Guide for “The Lottery”

In the line next to the statement, write “Agree” or “Disagree”. Be prepared to defend your position.

Before reading:

After reading:

_____ Traditions are always good things. _____

_____ New ideas are better than old ideas. _____

_____ Old ideas are better than new ideas. _____

_____ Doing things the way they have always
been done is the right thing to do. _____

_____ Allowing others to make decisions
for you lessens your responsibility
if something bad happens. _____

Exploring Themes in “The Lottery” Lesson Plan

Objective:

- Students will discuss three themes in “The Lottery” during a fishbowl activity

Sunshine State Standards:

- LA.910.2.1.5- The student will analyze and develop an interpretation of a literary work by describing an authors use of literary elements (e.g., theme, point of view, characterization, setting, plot)
- LA.910.2.1.4- The student will identify and analyze universal themes and symbols across genres and historical periods, and explain their significance
- LA.910.2.1.8- The student will explain how ideas, values, and themes of a literary work often reflect the historical period in which it was written

Materials:

Whiteboard

Markers

Class copy of “The Lottery”

Lesson Sequence:

1. Students turn in grammar homework to be reviewed by teacher at next grammar minilesson.
2. Discussion about three different types of themes that we will discuss from “The Lottery”: the evil lurking within the common man, the desire to hold on to antiquated traditions, and the danger of mob mentalities. Give an example of each type of theme manifesting itself in real life, i.e. resistance to Civil Rights movement, laughing at someone getting hurt instead of helping them, etc. *(10 minutes)*
3. Give directions and ready room for fishbowl activity: Push desks to sides of room so students can create two concentric circles in the center. The circles will switch every seven minutes, each time changing the theme to be discussed in the inner circle. The outer circle should take note of the points made during the inner circle’s conversations for the class wrap-up. Guiding questions will be provided for each theme. *(10 minutes)*
4. Write guiding questions on the board (see next page) then complete fishbowl activity. *(22 minutes)*
5. Wrap up of theme and story as a whole class: Ask students about other themes they may have noticed in “The Lottery” or “The Sniper.” Ask for overall impressions of both stories in the unit thus far. Tell students to take a few minutes tonight and think about “The Lottery” in terms of conflict to be better prepared for tomorrow’s activity. *(8 minutes)*

ESOL modifications:

- ESOL student levels one and two will be allowed to remain in outer circle to observe the activity.
- ESOL students level three and above will be encouraged to participate both verbally and on paper, which will be reviewed by teacher after class.

Evaluation/Assessment:

- Participation in fishbowl activity and wrap-up discussion

Fishbowl Guiding Questions

Theme One: The Evil Within the Common Man

- *Where is this theme most obviously manifested?*
- *Can this “evil” be seen anywhere else in the story? Where?*
- *Why is the community’s horrific act not considered horrific by them?*
- *What about Mrs. Hutchinson? She was willing to throw stones until she was the one at whom they were being thrown. At what point does evil give in to fear?*

Theme Two: The Desire to Hold on to Antiquated Traditions

- *There is a conversation in the story about giving up the lottery and that some towns already have. What kind of reception does that conversation meet from Old Man Warner?*
- *What reward does the town think it gets from holding a lottery?*
- *Would changing this tradition be difficult? Why or why not?*

Theme Three: The Danger of a Mob Mentality

- *What would happen if a citizen decided not to throw stones?*
- *At what point do the community members become a mob? From the beginning or only once they start throwing stones?*
- *What is really so dangerous about a mob mentality?*

Conflict in “The Lottery” Lesson Plan
In-Process Activity

Objectives:

- Students will explore “The Lottery” from the perspective on one particular character, putting special emphasis on the conflict/conflicts that character encounters in the story
- Students will write a paragraph detailing said conflicts
- Students will present the same conflicts they found to the class in a brief but formal presentation

Sunshine State Standards:

LA.910.2.1.2- The student will analyze and compare a variety of traditional, classical, and contemporary literary works, and identify the literary elements of each (e.g., setting, plot, characterization, conflict)

LA.910.5.2.2- The student will research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations)

Materials:

Class copies of “The Lottery”

Pen and Paper

Class copies of rubrics for presentation and paragraph

Lesson Sequence:

1. Explanation of assignment: Once class is in groups, they will be given a character from “The Lottery.” They will spend a portion of class talking about the conflicts their characters encounter in the story. They must prepare a short presentation for the class in which every group member participates, detailing their character’s conflicts. After presentations, students will write a well-developed paragraph about the same topic. (5 minutes)
2. Allow students to form six groups and pass out assignment rubrics. Then assign each group a character from the following list: Tess Hutchinson, Bill Hutchinson, Nancie, Bill

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Jr., and/or Davy Hutchinson, Mr. Summers, Old Man Warner, or Mrs. Dunbar. (5 minutes)

3. Allow students in work in groups to prepare presentations, reminding them to refer to rubric for requirements. (15 minutes)
4. Presentations. (15 minutes)
5. Students are given the rest of the period to write a paragraph on the same topic. Make sure they refer to rubric for required aspects of paragraph, due at end of period. (10 minutes)

ESOL modifications:

- All levels will be required to participate in presentation: level one and two will be permitted to answer a question from the teacher.
- All ESOL students can take the paragraph home to turn in at the beginning of the next period instead of at the end of the same period.

Evaluation/Assessment:

- Completion of both assignments according to rubric
- Student shows ability to articulate ideas about characters and conflict verbally and on paper

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Exploring Conflict in “The Lottery”: Rubrics

Exploring Conflict in “The Lottery” Written Portion Rubric

	A	B	C	D	F
<i>Written paragraph/s:</i>	Turned in on time, at end of period; at least one well-developed paragraph; clear identification of character included with strong support from the text; more than one perspective is considered	Turned in on time, at end of period; at least one paragraph, but only one perspective considered; identification of character and support from text; only one perspective is considered	Turned in late; at least one paragraph but lacking coherency; character identified with weak support from text; only one perspective considered	Turned in late; length unsatisfactory; no character identification or text support; only one perspective considered	No written paragraph turned in

Exploring Conflict in “The Lottery” Presentation Portion Rubric

	A	B	C	D	F
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<i>Presentation includes:</i>	Active participation in presentation; displays knowledge about different perspectives from story when discussing conflicts; willing and able to answer questions; at least two conflicts discussed	Participation in presentation; partial knowledge of different perspectives in story; hesitant to answer questions; at least two conflicts discussed	Limited participation in presentation; little knowledge of different perspectives in story; sometimes unable to answer questions; only one conflict discussed	No participation in group presentation; no display of ability to ascertain different perspectives in story; unable to answer question; less than two conflicts discussed	No group presentation participation; no conflicts identified or discussed
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The final grade will be the average between the two grades.

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Unit Plan Week Three Calendar

Unit Title: Through Another's Eyes-Differing Perspectives in Short Stories

Monday	Tuesday	Wednesday	Thursday	Friday
“Anticipation Guide” - 15 min.	Vocabulary Lesson – 20 min.	Most Important Word – 15 min.	Grammar Lesson – 15 min.	Collect homework and take care of housekeeping - 5 min.
Class Discussion -10 min.	Logographic Cues Read “The Story of An Hour” by Kate Chopin. - 25 min.	Begin Writing Modern “Story of an Hour” assignment. - 35 min.	Socratic Circle – 20 min.	Before Reading Strategy – 20 min.
Introduce Culminating Project – 25 min.	Culminating Project – 5 min.		Writing Assignment continued – 15 min.	Work on Culminating Project – 25 min.

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Lesson Plan Template

Lesson Title: Introducing *setting* through the use of an anticipation guide.

Unit: Through Another's Eyes – Differing Perspectives Through Short Stories

Date: Monday

1. Objectives:

- Students will be introduced to the literary element “setting” through explicit instruction and practice answering questions using an anticipation guide to predict how the setting will influence the content and perspective of the story.
- Students will participate in a class discussion in response to the anticipation guide.
- Students will develop a plot as a class for the culminating writing project.

2. Sunshine State Standards:

LA.910.1.7.1 - use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and confirm complex predictions of content, purpose, and organization of a reading selection;

LA.910.5.2.2- research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);

3. Materials:

- Anticipation Guide
- Hand out describing culminating project

4. Lesson Sequence (and approximate times for each segment):

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Lead-in:

- “So far we have learned about *conflict* and *theme* in short stories. Today we will begin looking at *setting* and its influence on stories. The setting, or where a story takes place, the time in which it occurs can influence the perspective of the characters within a story dramatically.”

Anticipation Guide (15 minutes):

- (Pass out anticipation guide while introducing activity) “Last week we used an anticipation guide to look at “The Lottery.” This week we are going to use it to look at how setting can influence what we think about a text and how the characters perspectives are altered by the setting.”
- “Please look at your anticipation guide. Just as a reminder, remember to answer the questions in the before reading column, we will answer these questions again after we have read the story.”
- “We will look at the first question together and then I want you each to answer the questions personally.” Model the first question and then provide time for each student to answer the questions. While students are working take attendance.

Discussion (10 minutes):

- Bring the class together, and ask students to raise their hands first if they agreed and then if they disagreed for each question. Ask students to share why they answered what they did. Play devils advocate at times to get students to defend their positions and encourage friendly debate/discussion of different perspectives.
- “OK, tomorrow we are going to read Kate Chopin's short story “The Story of an Hour.” Then we will revisit the Anticipation Guide and see if anybody changed their minds about today's answers.”

Culminating Project (25 minutes):

- Pass out culminating project handout. “Today we are going to start work on our culminating writing project for the unit. We will be using each of the literary elements we learn in the unit to create an original creative writing piece. The class is going to decide on a story to write and then each of you are going to be writing the story from a different perspective.”
- “I would like the class to break into groups of four and begin brainstorming about story ideas. You have fifteen minutes to discuss with your groups and come up with a story idea. Then the ideas will be shared with the class and we will all vote on our favorites. I will circulate and help you guys out as needed.”
- Make sure every student is included in a group and circulate to make sure everyone is on task and help them come up with ideas.
- Bring the class together and have one member from each group share their story idea.

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Then as a class vote on the most popular idea.

- “For tomorrow I would like each of you to think of three possible perspectives for you to write the story from. During class tomorrow we will decide from what perspective each of you will be writing from.”

*Adaptations for different levels of ESOL students if necessary

Level one and two ESOL students are encouraged to listen to students discussing what they put down for anticipation guide.

Level three and four should answer as many of the questions as they are able to understand before discussion, and they may answer more questions during discussion if through hearing the discussion they understand the questions better.

5. Assessment and Assessment Criteria:

- Students will participate in the anticipation guide and turn it in at the end of class after they have completed both sides of the form.
- Students will participate in discussion.
- Students will participate in the culminating project and turn in their groups story idea with each students name attached to it.

Adaptations for different levels of students if necessary.

- Level one and two students need only to listen during discussion times and aren't required to turn in any work if they are unable to complete it.
- Level three and four will be asked to participate and fill out anticipation guides, though every question doesn't need to be answered and they use pictures to explain story ideas if they are more comfortable doing this.

Anticipation Guide for “The Story of An Hour” By Kate Chopin

In the line next to the statement, write “Agree” or “Disagree”. Be prepared to defend your position.

Before Reading:
Reading:

After

_____ People who live in the city have busy/exciting lives _____

_____ Men and Women get married for the same reasons _____

_____ When someone dies their family is overwhelmed with grief _____

_____ The thing people want more than anything else _____
is to be loved and to love another person

_____ People who get married want to be around each other _____

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Culminating Unit Project – Handout

We are going to take what we learned in this unit and create our own short story. The class will decide on a story premise and plot to base the story off of. You will be writing the story from a character perspective different than anyone else in the class. Be sure to include each literary element we have learned throughout the unit and follow the rubric provided.

Story Premise:

Plot:

- Set up/Intro:
- Conflict:
- Resolution:

Perspective:

Character's name, age, appearance, etc.	Character's personality	Character's unique vantage point	What the character believes about the “event/conflict” that is uniquely theirs.

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Grade	A	B	C	D	F (Redo if F is received)
Adheres to schedule and deadlines	The student completes the project according to the schedule and turns in final project at the due date.	The student completes all work by the deadline and only slightly deviates from schedule.	Student puts work off and ignores schedule.	Student did not follow the schedule and turned work in late.	Turned in late or not at all.
Demonstrates knowledge of literary elements	Includes all literary elements which are clearly ID'd	Literary elements are included. Up to one LE missing.	Writing only contains 1-2 literary elements.	Literary elements were not demonstrated in the writing.	Literary elements not present/ not learned.
Demonstrates knowledge of differing perspectives	Writes the story effectively from the perspective of the character and not the student.	Written through the eyes of the character, but with little examination of motives/feeling of the character.	Writes from the vantage point of the character, but doesn't reveal his/her perspective.	Story written from the perspective of the student, not the character.	Doesn't write from characters perspective.
Class Participation	Participates actively in brainstorming, class discussion, and peer review	Participates minimally in class discussion, brainstorm, and peer review.	Only participates in a small portion of cooperative learning. Minimal involvement.	Listened, but did not participate in any portion of cooperative learning.	No participation.
Mechanics	Story is written clearly, creatively, and with correct grammar and interesting vocabulary.	Story is clearly written with only minor grammar errors and appropriate vocabulary.	Story is poorly written with many grammatical errors. Vocabulary is poor.	Poorly written, unclear, and grammatical errors. Vocabulary was below level.	Poorly written, unclear story and details. Grammar errors make story unreadable.

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Presents in class	Presents in class showing enthusiasm.	Presents in class demonstrating interest.	Presents without interest and in a rushed manner.	Doesn't present.	Doesn't present.
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Through Another's Eyes – Differing Perspectives Through Short Stories

Lesson Title: Vocabulary and “The Story of An Hour”

Unit: Through Another's Eyes – Differing Perspectives Through Short Stories

Date: Tuesday

1. Objectives:

- Students will learn new vocabulary from the short story by Kate Chopin “The Story of an Hour.”
- Students will use a Graphic Organizer to practice using their new vocabulary and demonstrate understanding of the new words.
- Students will read “The Story of an Hour” and use logographic cues to identify parts of the story, specifically *setting*, *conflict*, and *theme*.

Objectives for ESOL students if different (including consideration for all four levels)

- Level one and two ESOL students will highlight words they recognize in the story. Also, they may work on vocabulary worksheets with the help of a dictionary from their language into English.

2. Sunshine State Standards:

LA.910.1.6.1 – Use new vocabulary that is introduced and taught directly;

LA.910.1.7.4 – identify cause-and-affect relationships in text.

3. Materials:

- Graphic Organizer handouts (7 per student)
- An example of a completed graphic organizer with a word they have already learned.
- Copies of “The Story of an Hour,” by Kate Chopin (1 per student)
- Highlighters for ESOL students
- Dictionaries into English from ESOL students original language.

4. Lesson Sequence (and approximate times for each segment):

Lead-in:

- “Today we are going to learn some new vocabulary from the short story we are reading today. I am going to help you learn these words by connecting them to things you already know.”

Vocabulary: (20 minutes)

- “First, to begin learning the vocabulary I want each of you to take two sheets of the graphic organizer handout that I am passing around. Please, look at the layout and of the graphic organizer, you will notice the scroll is in the center of the page, this is where you write the word you are learning and write down the definition. The boxes on the left are for you to put words to describe what the word is, On the right, the circles are for you to place words that are not what the word is. Below the scroll you have room for examples of both what the word is and what the word is not. The final step is to practice using the word in a sentence.”
- Model the graphic organizer with a word they have already learned on the overhead, Elmo, or computer.
- Provide the words “hastened” and “tumultuously” on the board for them to use. Discuss what the definitions are as a class. Also, provide words and worksheets for homework. “abandonment,” “bespoke,” “implored,” “opportunities,” and “unwittingly.”

Reading the Story: (25 minutes)

- Yesterday we used an Anticipation Guide to look at how we each felt the setting influenced the story. Today we are going to read the story and then go back to the Anticipation Guide. But first we are going to use something called Logographic cues to notice when the setting is present within the text.
- Model how Logographic Cues are used. Then ask for ideas for a symbol that the class can use to represent *setting*. Also, have the class come up with symbols for *theme* and *conflict*.
- Pass out the copy of “The Story of an Hour,” by Kate Chopin to each student. Tell students they may draw the symbols directly on the page with the story by the passage that demonstrates the literary element *setting*. Read the entire text and provide opportunity for students to finish drawing logographs.
- When the story is over ask students to go back and answer the questions on the Anticipation Guide from the day before. Discuss why answers did or did not change.
- Have students use *theme* and *conflict* symbols for homework on “The Story of an Hour.”

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Culminating Project: (5 minutes)

- Provide time to work on Culminating Project, review what needs to be done, Take questions about writing project.

5. Assessment and Assessment Criteria:

- Collect Vocabulary worksheets when they are due the following week and grade.
- Check to see that students completed the Logographic Cues activity.

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Through Another's Eyes – Differing Perspectives Through Short Stories

The Story of an Hour

By Kate Chopin

Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death.

It was her sister Josephine who told her, in broken sentences; veiled hints that revealed in half concealing. Her husband's friend Richards was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard's name leading the list of "killed." He had only taken the time to assure himself of its truth by a second telegram, and had hastened to forestall any less careful, less tender friend in bearing the sad message.

She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow her.

There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul.

She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which some one was singing reached her faintly, and countless sparrows were twittering in the eaves.

There were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west facing her window.

She sat with her head thrown back upon the cushion of the chair, quite motionless, except when a sob came up into her throat and shook her, as a child who has cried itself to sleep continues to sob in its dreams.

She was young, with a fair, calm face, whose lines bespoke repression and even a certain strength. But now there was a dull stare in her eyes, whose gaze was fixed away off yonder on one of those patches of blue sky. It was not a glance of reflection, but rather indicated a suspension of intelligent thought.

There was something coming to her and she was waiting for it, fearfully. What was it? She did not know; it was too subtle and elusive to name. But she felt it, creeping out of the sky, reaching toward her through the sounds, the scents, the color that filled the air.

Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her will--as powerless as her two white slender hands would have been.

When she abandoned herself a little whispered word escaped her slightly parted lips. She said it over

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and over under her breath: "free, free, free!" The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body.

She did not stop to ask if it were or were not a monstrous joy that held her. A clear and exalted perception enabled her to dismiss the suggestion as trivial.

She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome.

There would be no one to live for during those coming years; she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.

And yet she had loved him--sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!

"Free! Body and soul free!" she kept whispering.

Josephine was kneeling before the closed door with her lips to the keyhole, imploring for admission. "Louise, open the door! I beg, open the door--you will make yourself ill. What are you doing Louise? For heaven's sake open the door."

"Go away. I am not making myself ill." No; she was drinking in a very elixir of life through that open window.

Her fancy was running riot along those days ahead of her. Spring days, and summer days, and all sorts of days that would be her own. She breathed a quick prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long.

She arose at length and opened the door to her sister's importunities. There was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of Victory. She clasped her sister's waist, and together they descended the stairs. Richards stood waiting for them at the bottom.

Some one was opening the front door with a latchkey. It was Brently Mallard who entered, a little travel-stained, composedly carrying his grip-sack and umbrella. He had been far from the scene of accident, and did not even know there had been one. He stood amazed at Josephine's piercing cry; at Richards' quick motion to screen him from the view of his wife.

But Richards was too late.

When the doctors came they said she had died of heart disease-- of joy that kills.

Word Scrolls

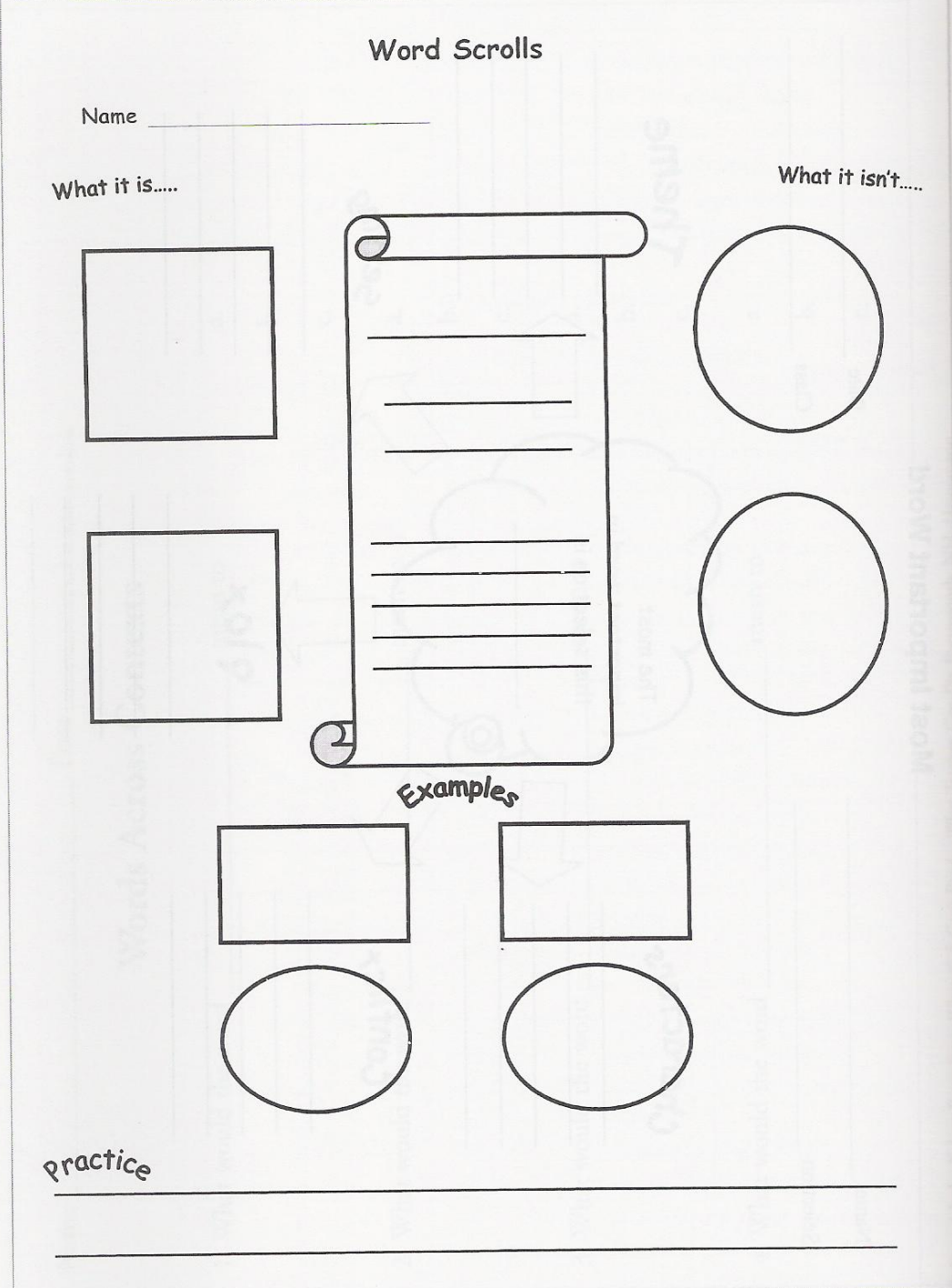
Name _____

What it is.....

What it isn't.....

Examples

practice



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Through Another's Eyes – Differing Perspectives Through Short Stories

Lesson Title: The Most Important Word

Unit: Through Another's Eyes – Differing Perspectives Through Short Stories

Date: Wednesday

1. Objectives:

- Students will identify the main idea of “The story of an Hour” by inferring, paraphrasing, summarizing, and identifying relevant details through the use of The Most Important Word activity.
- Students will rewrite “The Story of an Hour” to create a modern story to incorporate the literary element *setting* into a creative writing piece.
- Students spend time prewriting by making a plan by determining the purpose, audience, idea, logical sequence, and time frame for completion for their story.

Objectives for ESOL students if different (including consideration for all four levels)

- Level one and two ESOL students will create a summary of the story with as many English words as they know or translate from their dictionaries.
- Level three and four ESOL students will complete 'The Most Important Word' worksheets after discussing with students in small groups what others feel the most important word in the text is and why. L3 and L4 may copy their neighbors worksheet if they agree with their neighbor.

2. Sunshine State Standards:

LA.910.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details

LA.910.3.1.2 - making a plan for writing that addresses purpose, audience, a controlling idea, logical sequence, and time frame for completion;

3. Materials:

- 'Most Important Word' Worksheets for each student.

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- Example writing project.
- Rubric for writing project

4. Lesson Sequence (and approximate times for each segment):

Lead-in:

- Today we are going to take what we read earlier in the week and look at the essential point of the story and then we are going to begin a mini-writing project that will give us practice for our culminating writing project.

The Most Important Word: (15 minutes)

- The strategy we are using today will help us understand what we read. We will be able to determine what the main idea of the text is and how that relates and affects different elements such as theme and setting.
- Pass out worksheets. Have students break into groups of 3-4. Explain that each student will be able to decide for themselves what they feel the most important word in the text is. Then they will fill out each section on the form by indicating how the most important word relates to every part of the story.
- Model the worksheet using the story “The Lottery” that they covered last week. Then have each group discuss possible words for a few minutes. Then each student should finish filling out the form based on the word of their choosing.
- Ask for a couple students to volunteer to share their word and how it relates to setting.
- Let students know that we will be using these worksheets tomorrow, so save them!

Writing: (35 minutes)

- We are going to take the “Story of an Hour” and create a modern rendering of this story. Students can use the actual story and the worksheets they just completed as a reference for their stories.
- Students should come up with an outline for what they want the story to be about, but follow the main ideas in “The Story of an Hour.” Share example of modern version of the story written by teacher. Share rubric for writing project. Writing is due the following Friday.
- Be sure to include literary element setting in an appropriate way in which it influences the story as the original story used the setting. The story only has to be one to two pages, this is practice for your final writing project which you should be working on the outline/rough draft.
- By the end of the period today each of you should have a brief outline and the introductory paragraph.

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***Adaptations for different levels of ESOL students if necessary**

- L1 and L2 students should work on their summaries during the story writing project.

5. Assessment and Assessment Criteria:

- Check for completion of 'The Most Important Word' worksheets.
- Check for completion of Pre-Writing work and beginning rough draft.

Adaptations for different levels of students if necessary.

- Check summaries completion and offer feedback for a few changes to make the English clearer.

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Changing the Setting

Writing Project

- Students, you are going to create a modern version of “The Story of an Hour,” by Kate Chopin. The story doesn't have to have the same plot, but the new plot should mirror the original.
- You should include the central idea of the story and the story should have the same type of ending. (I have included an example for you to get an idea)
- Follow the rubric and enjoy playing with this writing project. This is excellent practice for your culminating writing project that we have discussed already.
- The reason we are making this story modern is to explore and demonstrate how the change in setting transforms a story. Remember to consider how differently the characters will react to situations based on the time they are living in. Also, include clues as to where and how the characters are living that reveals the setting.

	4	3	2	1
Setting	The setting is descriptive, realistic, and influences how the characters react to the conflict.	The setting is descriptive and realistic, but the characters are not that different from the original.	The setting is somewhat descriptive.	The setting is hardly changed and not a major part of the story.
Plot	The plot closely mirrors the original, while being made modern in a believable way.	The plot is either not completely mirroring the original or it is not done in a very believable way.	The plot loosely follows the original and constructed in an unbelievable way.	The plot is not easily recognized as a modern version of the story.
Central Idea	The central ideas and themes are expressed in the writing.	The central idea is present, but not in a meaningful way to the story.	The central idea is not easily recognized.	The central idea does not match the original

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The Story of an Hour: A modern Account

Mallary Alderman (based upon the story by Kate Chopin)

Knowing how much Miss Mallard was afflicted with migraines her friend Richard and her sister Josephine took care to break the news to her gently.

Her migraines seemed to be triggered by stress and she had been having them all too frequently. With the end of her senior year at high school coming she was looking forward to a short break before the added stresses of college took over. Richard had been the one who first spotted the small business envelope with the Brently University seal. She had already received three small envelopes each meant the same dreadful news. This was her last hope of going to college, the one school she had been aiming for from the start. She tailored her extracurriculars and elective courses for their particular requirements. Josephine told her, in broken sentences, “Love you didn't receive the large envelope from Brently. Another small one” she let her voice drop off sadly.

She did not gasp or stomp, but instead fell on her sisters shoulder and cried bitterly. After she sobbed, pitifully, she held her head in her hands waiting to catch her migraine between her fingers as she retreated to her bedroom where she could begin the slow recovery.

Instead of lying on her bed she climbed onto her window seat and pushed the old window open. The delicious breath of rain permeated her room and she sighed. The air was unusually cool for the Florida afternoon and she heard the distant sound of Quaker parrots singing in the tops of the palms encircling her house.

She stared up in the sky and leaned against the wall with her face pressed against the cool glass on the outer edge of window. She was quite still except when struck with a sudden wave of hopelessness for the future, at which time her face would contort and cause her to begin softly crying again.

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She was young, only eighteen with her future already mapped out. She was calm now and had the weary expression of someone who hasn't slept in a very long time. The circles under her eyes were prominent against her fair skin. She was deeply concentrating, thinking hard.

There was a great sensation steeling over her. As if every color in the beautiful day had swirled together and she was breathing it in the air. It was subtle. An elusive thought was there in her mind, when the sensation reached her thoughts she knew she would understand what this idea was.

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Her breath increased as she beheld it. She didn't know how to possess this within her. Her fingers danced across her jeans as she fidgeted with the idea. Her motionless mouth cautiously slanted upwards on one side. One word she breathed rather than spoke, "free." Again it escaped, this time joyously "free, free" Her eyes became vivid and alive; the intensity raged. She could feel

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Most Important Word

Name _____

Selection _____

Date _____

Class _____

The most important word in this selection is _____

Characters

Conflict

Plot

Theme

Setting

her heart thud jarringly in her head as the adrenalin coursed through her veins.

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She was thrilled by the idea. She didn't question why now after all this time she was suddenly happy at this prospect. She knew she would cry again when she saw the letter and was reminded of all the painstaking hours she poured into academia, but right now she was happy. She looked ahead and saw years stretched out before her as an artist, chef, writer? Whatever it would be, it would be her dream!

There would be no parents to battle, no bossy relatives. Her years stretching out ahead of hers would be hers to find, hers to fill with interest and living. She wouldn't be criticized, how could she? She had done everything necessary to get into college she had applied and been denied - by all of them!

She had loved the idea of college at times. Mostly she had been too busy to second guess her direction. Her parents told her what was acceptable; lawyer, doctor, CEO. Anything that would take full advantage of her high intellect, nothing too lowly like using her creative thought.

“Free! My soul is free to follow my own path!” she kept whispering almost singing to herself.

Josephine knelt outside of their shared bedroom and implored her sister to let her bring some medication. “Louise, please open the door. You know how much worse your head feels when you wait to take something.”

“No, no I'm fine. I don't need anything.” She was fine, she was sucking life into her lungs through the very window she perched by.

She was giddily thinking about her future. She imagined her carefree pain free days ahead. She almost laughed out loud, but checked it and slapped her knees instead. She prayed earnestly that her life might speed up and she could get started. It was only yesterday she had shuddered to think that her summer might not be long enough.

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At last she leaped from her window seat and laid hold of the lock. She swung open the door. The intensity burning in her eyes startled Josephine as she looked at her little sister wonderingly.

Louise caught her sisters shoulders in her embrace and began leading her back to the front of the house.

Richard was standing by the door holding a letter in his hand rubbing his chin. He glanced up and threw up a hand to stop them. As he turned the letter to face them the front door began to open.

Louise noticed her parents entering the house only momentarily as her attention was again returned to the letter. She looked at the letter and noticed the opening line, “Congratulations you have been accepted to Brently University.” Louise shrieked.

Everyone froze as Louise threw up her hands to catch the elusive migraine between her grasping hands. The center of her vision disappeared.

As everyone's faces splintered and were reduced to shards of random features, she heard Richard explaining to her parents how her migraine had been brought on by the stress of believing she hadn't been accepted by Brently and then the joy of discovering she had.

Through Another's Eyes – Differing Perspectives Through Short Stories

Lesson Title: Grammar, the Socratic Circle, and Writing!

Unit: Through Another's Eyes – Differing Perspectives Through Short Stories

Date: Thursday

1. Objectives:

- Create a list of nouns, verbs, and adjectives to use in culminating writing project.
- Participate in student led class discussion in the form of a Socratic Circle focusing on the story read this week and the literary element being learned.

Objectives for ESOL students if different (including consideration for all four levels)

- Level one and two ESOL students create a list of 2 nouns, 2 verbs, and 2 adjectives and their definitions with the help of translation dictionaries.
- Level one and two ESOL students should listen to Socratic Circle.
- Level three and four ESOL students will create a list of words and write the definitions to help them remember what each word means.
- Level three and four ESOL students will participate in the Socratic Circle by answering other students questions as they are able and ask questions for clarification about the story.

2. Sunshine State Standards:

LA.910.4.1.2 - incorporate figurative language, emotions, gestures, rhythm, dialogue, characterization, plot, and appropriate format.

LA.910.5.2.2- research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);

3. Materials:

- Paper
- 'The Most Important Word' worksheets students completed the previous day.
- "The Story of an Hour" by Kate Chopin. For the overhead.
- Colored markers/pencils to highlight nouns, verbs, adjectives.

Additional Materials for ESOL students if necessary

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- Translation dictionaries.

4. Lesson Sequence:**Lead-in:**

- Today we are going to work on writing and take a closer look at “The Story of an Hour.” We are going to begin by learning to choose better nouns, verbs, and adjectives to write with. Then we will transition into a discussion about the story and look at how setting influenced this story. We will end our time by working on our modern versions of the story.

Grammar (15 minutes):

- Begin with “The Story of an Hour” on the overhead. Begin by underlining all of the nouns in the first paragraph with a blue marker. Then underline the verbs with a red marker. Then underline all of the adjectives with a green marker. Create columns on the board with noun/verb/adjective. Ask the students to look at each part of speech and notice the diverse assortment of words the author used. As a class create a list for the story of nouns, verbs, and adjectives. Students may come up and write new words on the board as they find them in the text, provide about five minutes for this.
- After the list has been created discuss how having a variety of words makes the story more interesting. Then ask each student to pull out a piece of paper and create three columns by folding the page.
- Each student will create lists of nouns, verbs, and adjectives to use while writing their culminating project. For nouns they should consider the character they are writing about, places that character will find themselves, and things they will use/see. For the verbs think about what the character will be doing and observing being done. For adjectives, think about what the character looks like, what the setting is, and how nouns and verbs should be described in the passage.
- Give students the remaining time to complete their lists. Check for completion.

Socratic Circle (20 minutes):

- Have students pull out worksheets from previous day. Have them review what they wrote for 'The Most Important Word' activity.
- Introduce Socratic Circles and how there is no leader, but the members of circle speak as they feel led and ask questions of others in the group. But each student should share during the discussion.
- Divide the class into two groups and have an inner circle and an outer circle. (Provide a few minutes to move chairs and desks) Half of the class will observe as the other half discusses and then the circle will switch. About five minutes per group.
- Model how you would participate by sharing your most important word worksheet and then share your reasoning for choosing the word. Generate questions about the text, etc. Remind them the discussion should focus on the text and its setting.
- Turn the discussion over to students and let them discuss. Make notes of who participates.
- Now that we have a better understanding of the setting and what it added to the characters, conflict, themes, plot, etc we can use this to enhance our own writing.

Writing (15 minutes):

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- Take the rest of the class to work on modern story of an hour. The story is due tomorrow, so encourage students to ask any questions they have during class. Encourage students to show their work to their neighbor for input and circulate the room and offer help to student who are struggling.
- Any part of the story not completed should be finished as homework for the following day.

5. Assessment and Assessment Criteria:

- Grammar lists of nouns, verbs, and adjectives completed.
- Participation in Socratic Circle.
- Spent time working on writing.

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Lesson Title: Probable Passage

Unit: Through Another's Eyes – Differing Perspectives Through Short Stories

Date: Friday

1. Objectives:

- Use the pre-reading strategy Probable Passage to make predictions about the text.
- To spend time in class writing the the culminating writing project.

2. Sunshine State Standards:

LA.910.1.7.1- use background knowledge of subject and related content areas, prereading strategies (e.g., previewing, discussing, generating questions), text features, and text structure to make and

confirm complex predictions of content, purpose, and organization of a reading selection;

LA.910.4.1.1- write in a variety of expressive and reflective forms that use a range of appropriate

strategies and specific narrative techniques, employ literary devices, and sensory

description; and

3. Materials:

- Probable Passage worksheets (1 per student and teacher)
- List of words from the story “Making Friends,” by Gary Raisor.

4. Lesson Sequence:

Lead-in:

- Today your modern stories are due, please turn them in now and remember to finish your vocabulary homework which is due on Tuesday. Also, you should be making a lot of progress this weekend on you culminating writing project. Remember to check the handout you received for when you should be completeing things. You will have some time today at the end of class to work on it and then this weekend you should get caught up with anything

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you are behind on.

Probable Passage (20 minutes):

- When someone is a “good reader” something that person does is predict what they are going to read. It is part of actively engaging the text. What I mean when I say that is, we should be asking question of what we read and what is coming next while we read to help make connections between words and passages. The goal is to help us think about what we are reading while we are reading it.
- To help us do this we are going to do an activity called Probable Passage. You will be using words I have pulled out of your next short story and be making predictions about the text.
- Pass out Probable Passage worksheets and have students break into groups of three or four. Use the example of watching trailers for movies, this is like a probable passage in that it gives us snapshots into characters, setting, conflict, and plot and we predict what the story is going to be like and whether we will like it.
- Put words up on the board: broken-mouthed smiles, Denny, Halloween, dream, friends, candy, Jack-o-lanterns, moon.
- Each group will discuss in which box each word should go. Model the strategy for them with words from “The Story of an Hour.” Then have each group discuss and finish each box.
- Have students share where they put each word and record where the different words were placed. Then ask students to come up with a gist statement. Model a gist statement from the example worksheet, showing that they are making predictions from what they know, they don't have to have the correct answer.
- Then have each group share their gist statements. Have each student write three questions they would like to have answered about the story. Model this as well from the example worksheet.
- Explain that we will look at this worksheet again next week when we read the story. Keep the Probable Passage in your notebooks.

Writing Workshop (25 minutes):

- Students have ten minutes to work on their CWP.
- Students should exchange stories with someone near them to give peer feedback.
- Students then have the remaining time to work on their writing and ask teacher for feedback. Teacher should circulate the classroom during this time to check students work.

5. Assessment and Assessment Criteria:

- Circulate room during probable passage and check that all students are participating. Check for completion of worksheets.
- Check student's writing for progress.

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Title of Selection _____

Characters

Setting

Problem

--	--	--

Gist statement . . .

—

Outcomes

Unknown Words

To Discover . . .

		1.
		2.
		3.

Unit Plan Week Four Calendar

Unit Title: Through Another's Eyes – Differing Perspectives Through Short Stories

Monday	Tuesday	Wednesday	Thursday	Friday
Read “Making Friends” by Gary Raison. 20 minutes Group discussions 15 minutes	Vocabulary 10 min. Stretch-to-Sketch 20 min. Class Discussion 15 min.	Writing Workshop (50 minutes)	Grammar (15 min.) Final Edit on Culminating Project. (25 min.) Final Thoughts (10 min.)	Presentations for Culminating Writing Project. (45 minutes) Final Thoughts (5 minutes)

Through Another's Eyes – Differing Perspectives Through Short Stories

Lesson Title: “Making Friends,” by Gary Raisor.

Unit: Through Another's Eyes – Differing Perspectives Through Short Stories

Date: Monday

- **Objectives:**

- Students will read “Making Friends” and identify foreshadowing in within the text.
- Students will engage in small group discussions about foreshadowing in the text.

- **Sunshine State Standards:**

- LA.910.5.2.2- research and organize information for oral communication appropriate for the occasion, audience, and purpose (e.g., class discussions, entertaining, informative, persuasive, or technical presentations);

- **Materials:**

- “Making Friends,” by Gary Raisor (copies for each student)

- **Lesson Sequence:**

Lead In: (5 minutes)

- Collect homework from previous week. Remind Students about Upcoming due dates. Share the daily agenda.

Reading: (20 minutes)

- Refresh students memory about how to use Logographic Cues in a text. Have them create a symbol for *foreshadowing*.
- Discuss *foreshadowing* and show examples in stories from previous weeks. Model how to mark *foreshadowing* in a text as you read it.
- Begin reading the text aloud, or popcorn read with students. Have them mark anything they think may be *foreshadowing* for the ending.
- Why? The reason we look for *foreshadowing*, it helps the reader engage the text and ask questions about it. We notice details and can make predictions about what is coming next.
- After reading the story ask students to read it to themselves once and go back a second time and indicate where *foreshadowing* was and they didn't catch it the first time.

Discussion: (20 minutes)

- Break students into groups of three or four and have each group discuss where they saw foreshadowing, what they thought it meant, and what they think it means now that they have finished reading the text.
- Have students compare what they indicated as *foreshadowing*.
- Assign identifying *conflict*, *theme*, and *setting* for homework due the following day.

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Misc: (5 minutes)

- Answer any questions about upcoming projects.
- Check to see that students are on track for their writing projects.

- **Assessment and Assessment Criteria:**
- Check to see that each student used Logographic cues to indicate foreshadowing.
- Circulate the room during discussion and spend time at each table listening and adding to discussion. Make note of who is talking and who isn't.

Mallory Alderman

Brittany Level

Through Another's Eyes – Differing Perspectives Through Short Stories

Making Friends

By Gary Raisor

Jack-o-lanterns smile their secretive, broken-mouthed smiles as they peer out from behind darkened windows. Eight-year-old Denny Grayson hurries down the sidewalk. He is barely able to contain his excitement. Tonight is Halloween.

A hint of chill hangs in the air and the tang of woodsmoke carries. It's a good smell. The huge yellow moon tags along, floating over his shoulder like a balloon on a string. When he glances up, he sees the man in the moon smiling broadly. Beneath his green latex Frankenstein mask, he smiles back eagerly. He has waited with much anticipation for this night.

A small group of kids pelt by, anonymous in their costumes. Only the patter of their expensive new Adidas and NIKES link them to an exclusive club; one to which Denny will never belong. He watched enviously as they pound on the door. "Trick or treat," they demand in high, childish voices. He turns and scurries to the next house.

A quick stab of the doorbell brings a smiling, silver-haired woman to the door. "My aren't you scary looking?" she laughs merrily. "Are you going to say trick or treat? What's the mater, cat got your tongue?"

Denny shakes his head and asks, "Ccould I hhaff addink of wwatah pplease?" Her smile wavers and she blushes as understanding comes. "Oh, I'm so sorry. Of course you can."

When she goes to the kitchen, Denny reaches into the candy dish sitting so invitingly by the door. He barely retracts his hand before the woman returns with a glass of water. Turning his back he lifts the mask and takes a short sip. "Ttankk yyooou," he mumbles thickly, holding out his plastic sack. The woman drops in extra candy. After every house on the block has been visited, he climbs on his bike and heads for home, racing the moon from streetlight to streetlight watching the shadows wheel and dart before him.

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Pedaling furiously, he soon reaches the section of town where the houses aren't so nice. He weaves the familiar route up the rutted street until the small rundown house comes into view.

Quietly letting himself in, he tiptoes past his mom who is fast asleep on the couch. As usual, the reek of soured whiskey follows him across the creaky floor.

He barely has time to stuff the mask and candy under the before he hears Mom's heavy tread. She enters the room and drunkenly embraces him. "Oh, Denny, I'm so glad you're home. Momma just the most awful dream. It was full of blood, and children screaming and screaming . . ."

Denny pulls away from her and throws himself onto the rickety bed. She stares at him in helpless misery. "I dreamed you went trick or treating again," she blubbers wetly, and Denny knows she is going to talk about *it*. "I'm so sorry baby. I know I let you down. If only I'd checked the candy. Who'd have ever thought someone would be sick enough to put razor blades in a child's-"

Denny turns to the wall and stonily ignored her. Stiffly, she reaches a fluttering moist palm towards him and stops short. "I know the kids at school make fun of your problem. But I talked to Dr. Palmer again yesterday, and he says he might be able to help."

"Hhee ccan'tt hhellp."

The silence becomes a thick wall between them. For the first time, she notices he is wearing a jacket. Alarm sifts through the alcoholic haze to finally settle on her face. "Where were you tonight, Denny? You didn't go trick or treating, did you?" She yanks him around, trying hard not to wince as the horribly disfigured mouth smiles crookedly at her.

Nnoo, I wass mmakin' ssome neww ffriendss," he utters cheerfully, jumping from the bed and crossing over to the window. He jams both hands into his jacket pockets. His fingers touch a small lump nestled within-it's a candy bar. For a second he's almost forgotten he'd placed one in the candy dishes of all the homes he visited tonight.

Mallary Alderman

Brittany Level

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As he thinks about the kids who make fun of the way he talks, his fingers curl tightly. A sharp flash of pain causes his hand to fill with sticky red wetness. After tonight, he'll have lots of friends to talk to. He stared into the night and smiles a terrible secret smile. The man in the moon is smiling too; only, this time, a river of blood is gushing from his mouth.

Through Another's Eyes – Differing Perspectives Through Short Stories

Lesson Title: Drawing the main idea

Unit: Through Another's Eyes – Differing Perspectives Through Short Stories

Date: Tuesday

1. Objectives:

- Students will learn new vocabulary
- Students will determine what they believe to be the main idea of the text.

2. Sunshine State Standards:

- LA.910.1.7.3 - determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details
- LA.910.1.6.5 - relate new vocabulary to familiar words;

3. Materials:

- Drawing supplies (paper and markers/pencils/crayons)
- Word scrolls worksheet

4. Lesson Sequence:

Lead-in: (5 minutes)

- Collect Vocabulary homework from previous week. Handle any questions students have. Give days agenda.

Vocabulary: (10 minutes)

- Introduce new words and have students complete word scroll graphic organizer (any that are not completed should be done for homework). Students did this activity last week, review if needed.
- Words for vocabulary: anonymous, enviously, retracts, furiously, rickety, route.

Stretch-to-Sketch: (20 minutes)

- Hand out drawing supplies.
- Ask students to determine what the most important thing about the story is. Then draw something that is a representation of that. Assure students that they don't have to be great artists, stick figures will do!
- Model a picture for "The Story of an Hour." Something that represents what you felt was central to the story.

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- This helps students extend meaning beyond the text and allows them to think about the meaning in a new way. Drawing a picture uses the same skills that writing an essay does, they need to think about what they want to convey to their audience and present information in a purposeful approach.

Discussion: (15 minutes)

- Have students discuss what their pictures are about and why within their groups.
- Ask for at least one person from each group to share. Facilitate discussion by looking at what students drew and ask probing questions about why they think Denny hurt the other children. Encourage students to look at the situation from his perspective.

5. Assessment and Assessment Criteria:

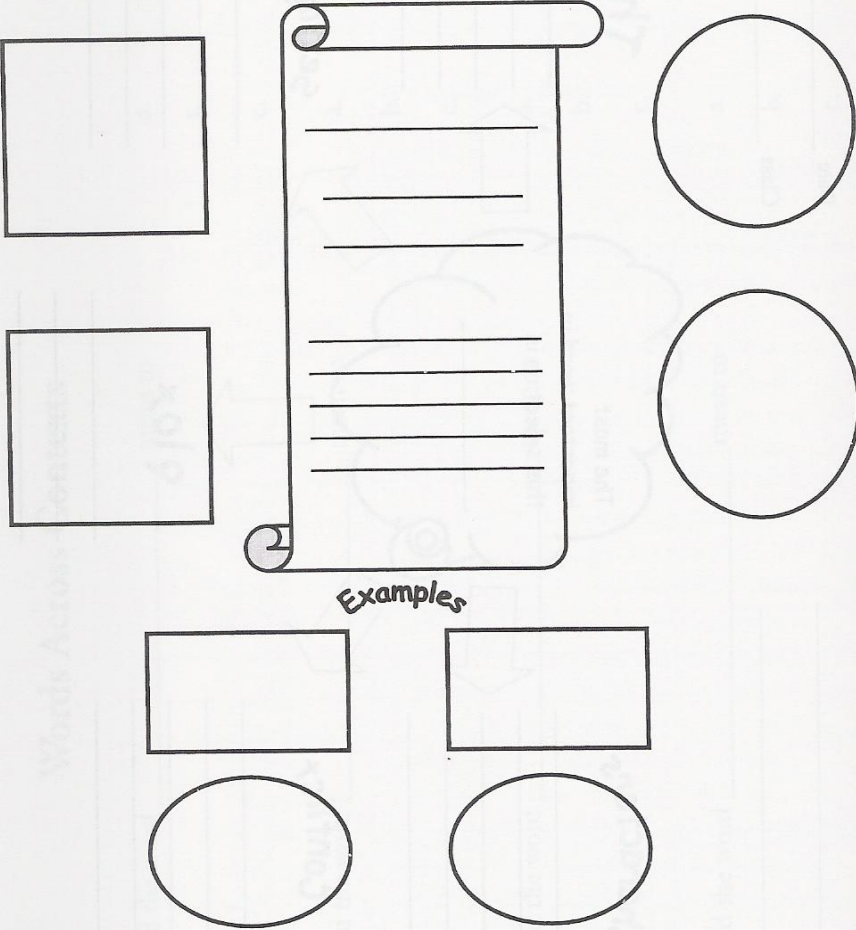
- Vocabulary graphic organizers will be collected next week.
- Check to see that everyone draws a picture and shares within their small group.

Word Scrolls

Name _____

What it is.....

What it isn't.....



Examples

practice

Through Another's Eyes – Differing Perspectives Through Short Stories

Lesson Title: Writing Workshop

Unit: Through Another's Eyes – Differing Perspectives Through Short Stories

Date: Wednesday and Thursday

1. Objectives:

- Students will peer review their writing.
- Students will peer edit their writing.
- Students will learn and use appropriate subject/verb agreement and noun/pronoun agreement.

Objectives for ESOL students:

- ESOL L1 and L2 will review their writing for opportunities to place newly learned words.
- ESOL L3 and L4 will participate with class peer review for help from co-students to improve their writing.

2. Sunshine State Standards:

- LA.910.3.3.4 - applying appropriate tools or strategies to evaluate and refine the draft (e.g., peer review, checklists, rubrics).
- LA.910.3.4.3 - punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, and underlining or italics;

3. Materials:

- Grammar worksheets (1 per student)

4. Lesson Sequence:

Lead-in:

- We are going to spend the next couple of days revising and then editing our Writing project.

Revising: (50 minutes)

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- Have groups break up into groups of three.
- Have a list of things for students to look for in each others writing on the board before they come in. The following should be considered for peer review: Does the story contain all of the literary elements we learned in this unit? Theme, conflict, setting, and foreshadowing. Is the story written uniquely from the perspective of the character it should be coming from? Is the story clearly written? Does the story follow the plot that the class decided on? Interesting and varying word choice throughout the text? And make notes about anything that you like about the story or that they should make stronger because you really liked it!
- Have each story reviewed by at least two peers for better feedback. The feedback can be written on separate pieces of paper to keep the two feedbacks separate.

Grammar Lesson: (15 minutes)

- Hand out worksheets. Ask for a volunteer to read the paragraph on the page. Notice the paragraph has no punctuation!
- Show the same paragraph on the overhead. Give examples of how the meaning can change when punctuation is added. Show how moving commas, periods, and exclamation points can change the feeling and meaning of the text. Then ask students to add in punctuation to make the meaning clearer and add emotion.

Edit: (25 minutes)

- Have students get into different groups of three (not the same as peer review). Have a peer edit session, again have two separate students look at each piece of writing.
- Students should be working final details of their writing.
- Circulate the room and have mini-conference time with each student to trouble shoot.
- Remind students that the stories are due tomorrow and they will be presenting tomorrow.

Final Thoughts: (10 minutes)

- Bring the class together and provide time for students briefly share what they learned throughout the unit, specifically how having a different perspective can alter your behavior.

5. Assessment and Assessment Criteria:

- Participation in peer review (reviewed two other students writing)
- Participation in peer edit (peer edited two other students writing)
- Completed Grammar worksheets.

Grammar Worksheet

The Art and Beauty of Punctuation

Paragraph 1:

A hint of chill hangs in the air and the tang of woodsmoke carries
it's a good smell The huge yellow moon tags along floating over his
shoulder like a balloon on a string when he glances up he sees the man
in the moon smiling broadly beneath his green latex Frankenstein mask
he smiles back eagerly he has waited with much anticipation for this
night

Paragraph 2:

Nnoo I wass mmakin' ssome neww ffriendss he utters cheerfully
jumping from the bed and crossing over to the window he jams both
hands into his jacket pockets his fingers touch a small lump nestled
within-it's a candy bar for a second he's almost forgotten he'd placed one
in the candy dishes of all the homes he visited tonight

Through Another's Eyes – Differing Perspectives Through Short Stories

Lesson Title: Presentations

Unit: Through Another's Eyes – Differing Perspectives Through Short Stories

Date: Friday

1. Objectives:

- Students will present their completed writing projects

2. Sunshine State Standards:

- LA-910.3.5.3 - sharing with others, or submitting for publication.

3. Materials:

- Completed writing projects.

4. Lesson Sequence

Presenting: (45 minutes)

- Each student should come up and read their stories. Each story will be about the same thing, but each student will be writing from a different perspective.
- When each student has shared their story they may turn it in to the teacher for a grade.

Wrapping it up: (5 minutes)

- Congratulations! We have completed the unit. I enjoyed hearing all of your stories. This unit will hopefully help you as we continue throughout the rest of the year together. All of the skills you have learned thus far will be building blocks for later units.

5. Assessment and Assessment Criteria:

- Students present their stories.
- Student writing graded according to rubric.

Mallary Alderman

Brittany Level

Through Another's Eyes – Differing Perspectives Through Short Stories

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